

FELSTED PRIMARY SCHOOL

RE POLICY



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

At Felsted Primary School we use the Religion and Worldview curriculum for Year 1-6 designed by Kapow Primary.

“To develop curious learners who ask questions and make connections, are confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.”

INTENT

- To develop deep thinkers who are open-minded about religion and worldviews.
- To secure a deep understanding of concepts in order to be able to make connections.
- To ask and respond to challenging questions.
- To learn to respect and appreciate worldviews that are different to their own.
- To consider their personal preconceptions, responses and views.
- To help children build their conceptual knowledge through studying religions and worldviews locally, nationally and globally.
- To make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning.
- To learn about how religion and worldviews are lived experiences across the world.
- To consider the impact of worldviews on society.
- To have opportunities to consider their personal worldviews.
- To speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Kapow Primary's Religion & Worldview scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

IMPLEMENTATION

- ✓ Substantive knowledge (conceptual and worldviews related).
- ✓ Disciplinary knowledge.
- ✓ Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses (ways of knowing). Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences. The Kapow Primary Religion and Worldviews scheme follows a spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon.

Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

In EYFS, children begin to talk about the beliefs of their immediate family and community, recognizing that people have different beliefs and celebrate special times in different ways. They listen to religious and modern day stories and compare and contrast characters, including figures from the past.

In Key stage 1, Children develop their awareness of religion and worldviews, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are:

Why are we here?

Why do worldviews change?

What is religion?

How can worldviews be expressed?

How do worldviews affect our daily lives?

How can we live together in harmony if we have different worldviews?

IMPACT

To meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.

To know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.

To develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.

To understand some of the ways religions and worldviews are studied (disciplinary knowledge).

Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).

Build secure vocabulary which allows them to talk confidently and fluently about their learning.

Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.

Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.

Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.

Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

RELIGION & WORLDVIEW CURRICULUM PLANNING

We teach religious education to all children in the school, including those in the reception class.

In **EYFS**, Religious Education is an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we take our learning from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Reception.

The most relevant statements for RE are taken from the following areas of learning: Personal, Social and Emotional Development and Understanding the World. These are as follows:

Personal, Social and Emotional Development –

- See themselves as a valuable individual

- Think about the perspectives of others

Understanding the World –

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

ELG:

Personal, Social and Emotional Development - Building Relationships:

- Show sensitivity to their own and others' needs

Understanding the World - Past and Present

- Talk about the lives of the people around them and their roles in society
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the World - People and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

The Kapow Primary curriculum is based on a Religion and Worldviews approach. This approach focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced.

Each unit builds on conceptual knowledge, worldview specific knowledge and vocabulary from previous units both within that year group and from previous years. This sequencing of units allows children to develop schema through connections with prior learning.

In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to: Christian, Muslim, Hindu, Sikh, Jewish, Buddhist and Humanist. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging.

PROGRESS AND ASSESSMENT

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Assessment quizzes, and knowledge catchers help teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. They also provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Teaching RE to children with special educational needs

All pupils, regardless of background, ability, or belief, will have equal access to the RE curriculum. Reasonable adjustments to learning will be made where necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), and all contributions to class discussions and activities will be respected and valued.

MONITORING

Monitoring takes place through sampling children's work, looking at sketchbooks and lesson drop in.

Each child has a Topic book which serves as a cumulative record of their RE learning and is passed on to the next teacher at the end of each year. Samples of children's work are also collected, mostly by taking photographs of them and uploading them to the school's 'Tapestry' platform and by using the RE subject flag.

ROLES AND RESPONSIBILITIES

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, RE contributes to the wider aims of primary education.

RESOURCES

KAPOW provides high-quality texts, artefacts, images and videos to support learning. In addition to these online resources, we have sufficient resources in our school to be able to teach all our Religious Education units. We keep resources for Religious Education in a central store where there is a box of equipment for each religion. We have a collection of religious artefacts which we use to enrich teaching in religious education.

POLICY MONITORING

The RE leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy. The policy will be reviewed annually.

Signed:

Headteacher

Date: